



Thematic Tour Lesson Plan

3/09

Tour Topic: Design & Architecture

Tour Theme: To explore the design and architectural features of Vizcaya to better understand the primary inspirations for Vizcaya's design, Italian Renaissance country houses and Miami's tropical environment.

Grade Levels: 4th – 5th grades

Understandings:

- Students will understand that Vizcaya was created by a team of people: James Deering, a chief designer, architect and landscape architect.
- Students will understand that Vizcaya is designed in the style of an Italian Renaissance country home, with specific inspirations taken from its Miami location.
- Students will understand the relationship of form and function.
- Students will understand the relationship of the Main House to the outdoor environment.
- Students will understand that the Main House as well as the Gardens are both designed elements of Vizcaya.
- Students will understand select basic elements of design.
- Students will understand the purpose of Vizcaya has changed over time (private home to public museum)
- Students will understand the concept of preservation and the role of a museum

Essential Questions:

- Why study and preserve art and architecture of the past?
- What is the connection between the built environment and the natural environment?
- How does the design of a building or a room within a building affect the human experience?
- What does it mean when form follows function?
- Why do people choose to decorate their homes?

Knowledge:

- Students will know select elements of design:
 - Scale
 - Symmetry
 - Axis
- Students will know the difference between an architect, a designer and a landscape architect.
- Students will know the main characteristics of an Italian Renaissance country home.

Skills:

- Compare and contrast
- Determine part : whole relationships
- Define and apply
 - Scale
 - Symmetry
 - Axis
- Read a design study for the formal gardens
- Develop supported observations
- Consider multiple possibilities

Instructional Strategies:

- Pre field study classroom lesson
 - Powerpoint presentation provided by Vizcaya Museum and Gardens at no charge, and led by teacher
- Object and image-based discussions during field study and pre field study lesson
- Inquiry-based, facilitated discussions during field study and pre field study lesson
- Guided tour of main house during field study
- Self guided tour of gardens during field study

Note to Educators:

- The field study will take place rain or shine. Comfortable shoes and casual clothes are suggested.
- All school tours are led by Volunteer Guides specifically certified and prepared by Vizcaya Museum and Gardens to work with school audiences as School Program Guides.
- During the guided tour students will have the opportunity to consider many different kinds of questions, and we welcome many responses. We do this to encourage thinking skills. In this way, the field study guided tour serves as an opportunity for educators to observe their students, and to consider how learning in the school classroom is applied and expanded upon in a new learning environment. We ask that you allow students time to consider and to respond to these questions.
- Guided tours often include the use of technical vocabulary, carefully selected to support the tour's curricular goals. During the guided tour students will have the opportunity to hear new vocabulary and to work as a group to consider meaning. This is an opportunity for students to use context clues to understand unique and unfamiliar terminology. We ask that you allow students time to puzzle through new vocabulary, as facilitated by the School Program Guides. In this way, students' literacy skills are challenged at an appropriate level and educators have the opportunity to observe their students, and to consider how learning in the school classroom is applied and expanded upon in a new learning environment.
- This guided tour may include a reproduction of archival resources and/or quotes regarding the history of Vizcaya. During the guided tour students may have the opportunity to read independently and aloud. As archival and historical resources they may be difficult to decipher or contain unfamiliar vocabulary – and this is the point. This is an opportunity for students to use context clues to read and understand unique and unfamiliar documents. We ask that you allow students time to puzzle through their reading, as facilitated by the School

Program Guides. In this way, students' literacy skills are challenged at an appropriate level and educators have the opportunity to observe their students, and to consider how learning in the school classroom is applied and expanded upon in a new learning environment.

Lesson Plan Format Based On: Understanding by Design

Wiggins, G. and McTighe, J. (2005). Understanding by design. Alexandria, VA: Association for Supervision and Curriculum Development.